

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” and Chapter 27, “Issuance of Professional Service Licenses,” Iowa Administrative Code.

Under the new American School Counseling Association national model, the term “guidance counselor” has been replaced with “professional school counselor.” The proposed amendments address both the name change and a move in the model from individual and small group counseling to classroom and large group counseling.

The proposed amendments correct a misstatement in Chapter 13 regarding Class G licenses. Current rules require that the individual be in an approved program for a Class G license. Only programs within the state are approved. In practice, Board staff issues Class G licenses to individuals in out-of-state counseling programs.

The amendments also correct an error in paragraphs 13.28(26)“a” and 13.28(27)“a” which states that the holder of the endorsement has not completed the professional education core. Endorsements under Chapter 13 are issued to teachers who have completed the professional education core.

The proposed amendments also incorporate cross references to eliminate unnecessary repetition of text in the rules.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, January 8, 2014, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, January 10, 2014. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

The amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(1)“a.”

The following amendments are proposed.

ITEM 1. Amend rule 282—13.15(272) as follows:

282—13.15(272) Specific requirements for a Class G license. A nonrenewable Class G license valid for one year may be issued to an individual who must complete a school ~~guidance~~ counseling practicum or internship in an approved program in preparation for the professional school ~~guidance~~ counselor endorsement. The Class G license may be issued under the following limited conditions:

1. Verification of a baccalaureate degree from a regionally accredited institution.
2. Verification from the institution that the individual is admitted and enrolled in an ~~approved~~ a school guidance counseling program.
3. Verification that the individual has completed the coursework and competencies required prior to the practicum or internship.
4. Written documentation of the requirements listed in “1” to “3” above, provided by the official at the institution where the individual is completing the approved school ~~guidance~~ counseling program and forwarded to the Iowa board of educational examiners with the application form for licensure.

ITEM 2. Amend subrule 13.28(26) as follows:

13.28(26) Elementary professional school counselor.

a. *Authorization.* The holder of this endorsement ~~has not completed the professional education core (subrule 13.18(4)) but~~ is authorized to serve as a professional school ~~guidance~~ counselor in kindergarten and grades one through eight.

b. *Program requirements.*

(1) Master’s degree from an accredited institution of higher education.

~~(2) Completion of an approved human relations component.~~

~~(3) Completion of an approved exceptional learner component.~~

c. *Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

(1) to (6) No change.

(7) Professional orientation.

1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.

2. Maintain a high level of professional knowledge and skills.

3. Apply knowledge of professional and ethical standards to the practice of school counseling.

4. Articulate the professional school counselor role to school personnel, parents, community, and students.

(8) School counseling skills.

1. Design, implement, and evaluate a comprehensive, developmental school ~~guidance~~ counseling program.

2. Implement and evaluate specific strategies designed to meet program goals and objectives.

3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.

5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.

6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.

7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.

8. Assist in the process of identifying and addressing the needs of the exceptional student.

9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.

10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.

11. Promote use of school counseling and ~~guidance~~ educational and career planning activities and programs involving the total school community to provide a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in delivery of classroom guidance and large group guidance lessons school counseling curriculum.

2. Consult with teachers and parents about effective classroom management and behavior management strategies.

(10) to (12) No change.

ITEM 3. Amend subrule 13.28(27), catchwords, as follows:

13.28(27) *Secondary professional school counselor.*

ITEM 4. Amend paragraphs **13.28(27)“a”** and **“b”** as follows:

a. *Authorization.* The holder of this endorsement ~~has not completed the professional education core (subrule 13.18(4))~~ but is authorized to serve as a professional school guidance counselor in grades five through twelve.

b. *Program requirements.*

(1) Master’s degree from an accredited institution of higher education.

~~(2) Completion of an approved human relations component.~~

~~(3) Completion of an approved exceptional learner component.~~

ITEM 5. Rescind paragraph **13.28(27)“c”** and adopt the following new paragraph in lieu thereof:

c. *Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include:

(1) The competencies listed in subparagraphs 13.28(26)“c”(1) to (11).

(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.

ITEM 6. Amend subrule 27.3(1), catchwords, as follows:

27.3(1) *Elementary professional school counselor.*

ITEM 7. Amend paragraph **27.3(1)“a”** as follows:

a. *Authorization.* The holder of this endorsement has not completed the professional education core (282—subrule 13.18(4)) but is authorized to serve as a professional school guidance counselor in kindergarten and grades one through eight.

ITEM 8. Rescind paragraph **27.3(1)“c”** and adopt the following new paragraph in lieu thereof:

c. *Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include:

(1) The competencies listed in 282—subparagraphs 13.28(26)“c”(1) to (11).

(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

ITEM 9. Amend subrule **27.3(2)**, catchwords, as follows:

27.3(2) *Secondary professional school counselor.*

ITEM 10. Amend paragraph **27.3(2)“a”** as follows:

a. *Authorization.* The holder of this endorsement has not completed the professional education core (282—subrule 13.18(4)) but is authorized to serve as a professional school guidance counselor in grades five through twelve.

ITEM 11. Rescind paragraph **27.3(2)“c”** and adopt the following **new** paragraph in lieu thereof:

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include:

(1) The competencies listed in 282—subparagraphs 13.28(26) “c”(1) to (11).

(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.